



## 2015 - 2016 Agenda & Notes

*The ELL Network is a forum for southeast Nebraska district personnel to discuss issues related to the of English Language Learners. These sessions are the primary means of sharing information throughout the ESU 4 Title III Consortium; however, a majority of our time is devoted to studying effective instruction, sharing and exploring resources, learning of updates from NDE, and networking with colleagues. We welcome all districts and personnel interested in English Language Learners, regardless of Title III affiliation or position.*

**For more information and materials, please visit**  
**[www.esu4ell.wikispaces.com](http://www.esu4ell.wikispaces.com)!**

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### April 29, 2016

Time: 9:00 am - 3:00 pm

Location: Nebraska Association - School Administration (NCSA), Lincoln, NE

Cost: \$0 (no breakfast or lunch included)

#### Recommended Agenda Additions:

- *Add your discussion topics/questions to this list. Please include your name.*
- Program Structure/ Student Tracking - Ken Booth
- Since NeSA is on the way out, how will a college entrance exam now look for ELs their junior year?

#### Attendees

*Please add your name and district to the list!*

- Jen Madison, ESU 4
- Jocelyn Gray, Seward Public Schools
- Salomé Ausin-Dodge, Beatrice Public Schools
- Sarah Ronoh, Wilber-Clatonia Public Schools
- Peter Lyness, Milford Public Schools
- Michelle, Weyer, Lewiston
- Ashleigh Lange, Nebraska City Public Schools
- Kyla Petersen, Dorchester Public Schools
- Sarah Burr, Syracuse public schools
- Beth Roelfs, Diller-Odell Schools
- Jon Squier, Malcolm Public Schools
- Jason Hippen - Nebraska City Public
- Kim Brehm - York Elementary
- Roxie Benjamin - York Public

- Ken Booth - York Public

## Agenda & Notes *(in progress, times are likely to be adjusted)*

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### 9:00 Welcome, Agenda Overview, Introductions

- This Google doc agenda will also serve as our collaborative note taking space. Please help record ideas, information, and questions in a professional manner. After the meeting, Jen will finalize this document with our notes, and post it at <http://esu4ell.wikispaces.com/ELL+Network>.
- Consider joining the [ELL Resources Google + Community!](#) (Ask to join, and Jen will approve your membership. Please share the link with others who are interested!)
- Please prepare to introduce yourself.

### 9:30 Strategy Study / Tech Tools, Nick Ziegler (nziegler@esu5.org)

- **What is BlendEd?**
  - Conversation
    - Models: <https://www.youtube.com/watch?v=Op2JGVgwXXw&feature=youtu.be>
  - BlendEd Experience
    - Go To Sophia.org and create a student account
      - **Join this Group: f23c27**
      - *We used Sophia; however, Nick clarified that if students already have Google accounts you can also use Google Classroom or the existing LMS as an alternative for Sophia.*
    - We will engage in a Rotation Model
      - 3 Stations:
        - Conversation on Difficulties with EL
          - *Outside of assessment, what challenges are you currently facing in your work with ELs?*
            - Day-to-day informal communication with parents
            - Rule 15 reporting
            - Effective service for a single newcomer
            - Effective work with colleagues teaching mainstream classes
        - Sophia Tutorial on Purposeful Grouping
          - Teaching expectations
          - Ongoing evaluations = Group, individual
          - Rubric
        - Sophia Tutorial on Scaffolding Understanding
          - Discussing Title
          - Focus Questions
          - Accessing prior/background knowledge
          - Teacher reading the speech, which has difficult words
      - Come together for whole group discussion
  - Return to BlendEd
    - <https://www.youtube.com/watch?v=KD8AUfGsCKg>
    - #1 Seamless Connection Between Online and Offline Work
    - #2 Increased Student-Collaboration and Control

- #3 Online Classroom Presence
- #4 Repurposed Time
- Additional Resources & Tools:
  - <https://blended.online.ucf.edu/>
  - <https://dochub.com/>: Doc Hub is a Google extension which allows users to edit a PDF. This could be used to scaffold understanding with annotation of existing text that can be shared electronically with teachers.

### 11:00 Rule 15 Check-Up: *Section 005 Staffing*

- *This brief review of Section 005 (Staffing), using [Appendix D of the Rule 15 Guide for Implementation](#), will allow us to discuss particular sections of Rule 15. This is your opportunity to ask questions, gather ideas, and determine needs.*
- **Important Note: Our consortium will be due for a monitoring visit in the **spring of 2017**. At that time, Jen will need to submit to NDE certain documents from EACH member district. We will take time at THIS AND FUTURE sessions to address the required evidence more explicitly.**
- Resources:
  - [Rule 15](#)
  - [Nebraska ESEA/NCLB...Monitoring Guide Checklist](#), p. 28-29
  - [Nebraska English Language Proficiency \(ELP\) Standards](#)

### 11:30 Title III Consortium Updates

- For Review
  - ESU 4 2015-16 Title III [Program Agreement](#)
  - **Please plan to submit your district's Rule 15 ELL Program Review written report to me by June 30, 2016.**
    - [Written Report Template Draft](#)
- [2016-17 Title III Grant Paperwork](#)
  - The 2016-17 paperwork was mailed or delivered to your superintendent in mid-March. A signed commitment was due to ESU 4 on April 14. Thank you for helping make certain that your district's information was submitted! *Please review the 2016-2017 Title III Program Agreement.*
- Note: Districts must consult with the non-public schools in their boundaries for Title III. The deadline for form submission is May 2.
- Grant Budget & Reimbursement Information
  - Recent/expected purchases:
    - Spanish versions of novels
    - Title III guidance manual
    - CAL Newcomer presentation fees and expenses
    - Parent Day expenses
  - Reimbursement Reminders
    - **Please submit any outstanding requests for reimbursement.**
    - Form: <https://esu4ell.wikispaces.com/Consortium+Information>
    - District substitute rates will be honored when reimbursed by the grant; however FICA is the district's responsibility. If sub need is indicated on an ESU 4 event sign-in sheet, no additional form is necessary.
    - Use the current government rate for mileage reimbursement (currently \$0.54 per mile).

- Please have significant purchases approved prior to ordering to ensure that the grant can indeed offer reimbursement.
- [Professional Development Offerings](#)
  - [CAL Newcomers in Your School](#)
  - ELL Network
    - To see the feedback from our 2015-16 session so far visit [this link](#). (Note that these are aggregated results. For comments specific to January, scroll down.)
    - 2016-17 **Proposed** Dates (I will send out a message in the fall with final dates.)
      - Friday, September 23
      - ~~Friday, January 20~~ Monday, January 23
      - Thursday, April 27
  - 2016-17 Considerations
    - Program Review Day?
      - Discussion indicated that most present find value in the Program Review Day. Jen will consider dates and notify contacts in the fall.
    - ELP Standards Alignment Workday?
      - Discussion indicated that most present did NOT want standards alignment to overtake other ELL Network activities. A Standards Alignment Workday may be necessary as we near the monitoring visit. Jen will revisit this with the group in September.
    - *Classroom Instruction that Works with ELLs?*
      - This training remains an option for 2016-17; however, discussion indicated interested in additional training options for general education teachers.
    - *EL Achieve?*
      - Jen shared some basic information and asked for interested districts to contact her.
    - Cindy West (retired LPS) has presented for us at the York MLK Conference and Nebraska City's PD Day. She offered to provide additional trainings and even classroom level coaching services. These are services Title III funding can support for your district! Talk with Jen if interested.
- Supplemental Program Updates
  - Something to consider: [ELLoquence](#)
  - [Imagine Learning](#) Update
    - *Do we need to offer new and/or advanced user training? If so, when?*
      - *Discussion indicated interest in training. Jen will notify contacts of opportunities.*
    - Jen anticipates renewing the annual consortium subscription in mid-May. Currently, she plans to renew our existing licenses (63 @ ~\$9000). Please check your current Summary Report, and especially consider usage. If you anticipate a significant change in your need, please let her know soon!
    - Current Users: Some of the content is grade level specific. You must manually change each student's grade level at the beginning of the year.
    - An update is available; are we up for an update? (Joyce's responses to my questions are in blue. After discussion and additional research, we are postponing the update for a year.
      - Would the upgrade affect our pricing? If so, how much? [This would not affect the pricing! Woo hoo!](#)
      - How would the interface/experience change for the teachers and students? [The student experience does not change. The only differences are the added content/lessons, and full operability of the Imagine Museum. As the students progress through the lessons, and correctly answer questions, they earn "Booster Bits". These Booster Bits can then be "spent" at the Museum. It's a wonderful way to provide incentive to the students to stay](#)

engaged and progress through the program. Also, many of the lessons have been re-designed to look more like a video game, while maintaining their curricular integrity. The teacher interface is a bit different. We would need some PD to introduce the new Tools and Reports. Justin and I waited to move our partners to the Cloud until we both felt that the Tools were as good as what we had in the past. There are still needed improvements, but I have been so impressed with the latest additions....

- [Rosetta Stone](#) Update
  - The consortium subscription will be renewed with uninterrupted access to your current learners. We will renew all 37 licenses for the 2016-17 school year at a cost of \$4033.
  - Rosetta Stone [New Supplemental Materials](#) - Resources for teachers to use when working with English (American) learners including a Teacher's Guide, Visual Support Materials, Worksheets, Test Booklets, Story Series, Audio Recordings, Flash Cards, Memory Cards, and Answer Keys; Includes new resources designed specifically for K to 2 Learners
- Resources
  - Please return any [Title III library](#) items you aren't using at the end of the year. Thank you!

## 12:00 Lunch (on your own)

### 1:00 NDE Updates, Nancy Rowch

- As official government employees, Terri and Brooke are celebrating Arbor Day. :) Nancy graciously reported in their place.
- [NDE Updates 4.29.16](#) (PDF)
- Discussion Points/Questions (Nancy and Terri provided answers to some of our questions. Their responses are in blue font.)
  - If ELPA21 standard setting and scores aren't available until August/September, then how are schools able to provide parent notification within the required 30 days from the start of school? (Nancy will follow up with Terri.)
    - At this point, the students remain in the program unless NeSA-R indicates proficiency.
    - *From Terri, 4.4.16:* There are no changes to Rule 15 in the near future so they will have to wait for both NeSA-R and ELPA21 scores to come in. It will not be all that different than past years as NeSA usually is available in August, and while ELDA came in July, folks generally are not working in the summer and the decisions weren't made until fall anyway.
  - How many levels will ELPA21 scores have? Schools are used to 5 composite score levels. (Follow up: If there are 3 levels, how will they correlate to the 5 PLDs that currently exist with the ELP standards?)
    - **Answer:** It is not yet known how many levels there will be. There have been discussions about 5 levels and 3 levels. Until we know what the cut scores are going to entail, there's no definitive answer. However, it's certainly a good question about how the composite score levels/designations will correlate to the PLDS and the cut score committee may address it.
    - **Terri Added:** Until the standard setting is completed this summer, I [Terri] will not be sharing anything about levels and what they mean. Brooke and I [Terri] should be able to share that information at your fall meeting as we should have everything figured out by then.

- **Question:** LB 930 has passed and will affect the future of exit requirements based on NeSA-R at the high school. If the ACT (or other college entrance exam) is used in place of NeSA-R for high school, how will we know when students are proficient?
  - **Answer:** Jen talked about the session at the AQuESST conference where participants asked the Commissioner many questions about using the ACT. As this legislation is quite new, it will take some time for NDE to figure out the implementation. Jen indicated that if people have comments or questions, they should email the Commissioner. They could also cc Valorie Foy. At this point, decisions have not been made.
- **Question:** When do schools need to notify parents if their child has exited from the ELL program?
  - **Answer:** There is no specific timeline in state rule or federal regulation about this. Schools are not required to notify parents that the child has met the ELL exit criteria; however, it is good practice to do so. The only timeline in federal regulation (under Title III) is the requirement that schools notify parents that their child qualifies. There are several specific requirements about what is to be included in this notification—one should refer to Title III for the items that need to be included.

### ELP Standard Alignment, Nancy Rowch

- Nancy, Terri, Brooke, and others have been studying ESSA, Nebraska's Rules, and best practices to help provide guidance on using [ELP Standards](#) and aligning them to our local programs. Nancy will provide an update, and we'll consider next steps.
- [ELP Alignment Resources April 2016](#)
- [ELP Standards Study Resources](#) (from previous sessions)
  - This folder includes a few samples recently uploaded from districts that used Jane Hill's framework.
- General Discussion Takeaways:
  - Visit the resources in the Google Folder: [ELP Alignment Resources April 2016](#), especially the Guidance document.
  - Emphasize process over the details of the alignment product.
  - Consider ways to make the ELP standards useful as a communication tool between the ELL teacher/coordinator and the mainstream teachers. (One participant suggested using staff meeting/curriculum time to sit down with teachers and consider specific students. They could jointly document what the student can currently do as well as significant units/lessons/tasks/etc.)

### Network & Discussion Items

- *Items carried over from morning*
- Terminology Change: ELL to **EL, English Learner**
- Group Contacts: Please add yourself to our [ELL Resources Google + Community](#)! Jen encouraged everyone to post their contact information in the community.
- [Shared HS Course Plans](#): A colleague in the state has requested information from other districts about course plans for secondary newcomers to be on track for graduation. Items shared will be uploaded into the linked Google folder.
- NeSA & [LB 930](#)
  - *Recommendations to the State Board of Education* from Dr. Matt Blomstedt, Commissioner of Education, shared at the AQuESTT Conference, April 18, 2016



## Transition Year Concepts

2016-17 will be a transition year

- Implement NeSA-Bridge as a scaled back assessment system
  - Grades 3-8 Reading/Writing & Math
  - Grades 5 & 8 Science
    - Explore integration of other assessments used in schools currently (National)
  - Develop data integration for AQuESTT
- One grade - High School
  - Focus on resetting high school assessment vision with schools and stakeholders
    - Option 1: full scale pilot of College Entrance Exam
    - Option 2: Use existing other national assessment instruments and study standards alignment
- Do not administer **online NeSA-W (writing)** in 2016-17 and study **options** given ELA standards

#AQuESTT16

- *Update 5/12/16: The Nebraska State Board of Education is slated to make decisions regarding the 2016-17 NeSA.*

## 2:50 pm Close & Adjourn

- Please complete the [Event Survey](#) for today!
- Don't forget to submit a [Funding Request](#) form for your mileage (\$0.54 / mile)! Sub reimbursement to districts will be based on the sign-in sheet.

## Next Steps / Items for Next Session

- **ALL**
  - **Submit your district's Rule 15 ELL Program Review written report to Jen by June 30, 2016.**
  - **Please return any Title III library items you aren't using at the end of the year. Thank you!**
- **Jen**
  - Contact Ita about sharing at September (parent/community event, migrant conference)
  - Develop a survey of needs for fall 2016 (RS, IL, DISE, PD, contacts, other)
  - Look into Language Line and Language Linc (telephone translation services); demo, front office staff training, cost
  - Discussion items for next meeting:
    - Program Structure/ Student Tracking - Ken Booth
    - Since NeSA is on the way out, how will a college entrance exam now look for ELs their junior year?



# January 15, 2016

Time: 9:00 am - 3:00 pm

Location: Nebraska Association - School Administration (NCSA), Lincoln, NE

Cost: \$0 (no breakfast or lunch included)

*Please sign in on this digital document and on the paper at the snack table. Thank you!*

## Attendees

*Please add your name and district to the list!*

- Jen Madison, ESU 4
- Jon Squier, Malcolm
- Patti Puterbaugh, Malcolm
- Salomé Ausín-Dodge, Beatrice High School
- Brooke David, NDE
- Jason Hippen, Nebraska City Public
- Julia Odgers, Norris
- Ashleigh Lange, Nebraska City Public
- Kyla Petersen, Dorchester Public School
- Lisa Weber, Johnson County Central
- Leslie Cameron, Syracuse Public Schools
- Sarah Burr, Syracuse Public Schools
- Vicki Carper, Norris
- Nick Ziegler ESU 5
- Cheri Garwood, Blue Hill
- Amber Hower, Nebraska City Public
- Beth Roelfs, Diller-Odell Schools
- Sarah Ronoh, Wilber-Clatonia Public Schools
- Ken Booth - York Public Schools
- Kim Brehm - York Public Schools
- Nancy Rowch - Retired (NDE)
- 
- Recommended Agenda Additions

*Please add your discussion topics/questions to this list. Please include your name.*

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## Agenda & Notes

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### 9:00 Welcome, Agenda Overview, Introductions

- This Google doc agenda will also serve as our collaborative note taking space. Please help record ideas, information, and questions in a professional manner. After the meeting, Jen will finalize this document with our notes, and post it at <http://esu4ell.wikispaces.com/ELL+Network>.
- Please prepare to introduce yourself.
- Consider joining the [ELL Resources Google + Community](#)! (Ask to join, and Jen will approve your membership.)

### ELL Tech Tools, Nick Ziegler

- [Newsela](#) + [FluencyTutor](#) + Google Classroom = WOW
- Nick demonstrated how this tools can be used together for comprehension and fluency practice.



## Strategy Study: Bring your Best!

- Participants considered strategies, tools, or ideas that have been effective for them and their students. Several participants shared and recorded ideas: [Strategy Study Record](#)
  - Name it!
  - Describe it!
  - Say why it's good!

## 10:30 Break

## 10:45 Rule 15 Check-Up: Section 006

- *This brief review, using [Appendix D of the Rule 15 Guide for Implementation](#), will allow us to discuss particular sections of Rule 15. This is your opportunity to ask questions, gather ideas, and determine needs.*
- **Important Note: Our consortium will be due for a monitoring visit in the **spring of 2017**. At that time, Jen will need to submit to NDE certain documents from EACH member district. We will take time at THIS AND FUTURE sessions to address the required evidence more explicitly.**
- Resources:
  - [NDE Website: Rule 15](#) (Implementation Guide, p. 28)
  - [NCLB Monitoring Guide Checklist](#) (p. 1-7, 27-31)
  - [NDE NeSA Resources for ELLs](#)
- Section 006 Assessments and Accommodations for LEP Students
  - Jen and Brooke led participants through reflection and indicators of the indicators in section 006 of the Rule 15 Guide for Implementation.

## 11:10 Title III Consortium Updates

- Jen reviewed the responsibilities and benefits for districts as stated in the ESU 4 Title III [Program Agreement](#).
- Grant Budget Update
  - LEP Carryover: \$28,583
  - LEP Current Year: \$46,027
  - IE Carryover: \$4,702
  - IE Current Year: \$17,391
- Expect paperwork from ESU 4 (919 16th St., Auburn, NE 68305):
  - Jen Madison, [jmadison@esu4.net](mailto:jmadison@esu4.net)
  - Sue Knickman, [sknickman@esu4.net](mailto:sknickman@esu4.net)
  - Reimbursement Forms
    - <https://esu4ell.wikispaces.com/Consortium+Information>
    - District substitute rates will be honored when reimbursed by the grant; however FICA is the district's responsibility. If sub need is indicated on an ESU 4 event sign-in sheet, no additional form is necessary.
    - Use the current government rate for mileage reimbursement (currently \$0.54 per mile).
    - Please have significant purchases approved prior to ordering to ensure that the grant can indeed offer reimbursement.
- Program Review Progress
  - The December 2 Program Review session feedback was positive! Many districts were able to get a solid start on their current year's review.
  - Please plan to submit your district's Rule 15 ELL Program Review written report to me by June 30, 2016.
- Professional Development Offerings

- [Center on Applied Linguistics \(CAL\) Newcomer Institute](#), May 26-27. Jen encouraged registration for this two-day training. ESU 4 Title III Consortium district personnel will be eligible for a small stipend and expense reimbursement.
- The next ELL Network is scheduled for April 29, 2016 at NCSA.
  - Jen encouraged participants to review the [Survey Results from September](#)
- Anita Archer will be presenting on the topic of close reading and text-dependent analysis in the ESU 4 area on June 2-3, 2016. The \$100 registration fee may be eligible for reimbursement; however this is dependent upon several factors. Please contact Jen with questions.
- **Rosetta Stone Update**
  - Jen shared the Rosetta Stone [New Supplemental Materials](#) - Resources for teachers to use when working with English (American) learners including a Teacher's Guide, Visual Support Materials, Worksheets, Test Booklets, Story Series, Audio Recordings, Flash Cards, Memory Cards, and Answer Keys; Includes new resources designed specifically for K to 2 Learners
  - Please send any questions to Jen who will contact our representative.
- **Additional Resources**
  - Dictionaries - Jen encountered some ordering difficulties. If you were (are are still) interested in the Oxford Picture Dictionaries, please talk with Jen.
  - [Newsela Pro](#) - Jen shared pricing options and [additional information](#) for the group to consider. Consensus of members present determined that the consortium will not pursue a broad purchase of the pro version. If a district needs the pro tools for use with specific students, we can order for specific students.
  - Several resources have been added to the Title III Library for preview/use. Jen showed the two mentioned here:
    - [REWARDS Writing Sentence Refinement](#) (Teacher's Edition, Transparency Blackline Masters, Student Book)
    - [Great Source ACCESS Newcomer Kits](#) (Your district may already have a kit. If not, two kits are available for use.)

## 12:00 Lunch (on own)

## 1:00 pm NDE Updates, Brooke David

- Brooke Davide, NDE shared several updates and responded to questions regarding ELPA21.
  - NDE ELPA21 Training Site: <http://www.education.ne.gov/NATLORIGIN/ELPA21%20Training.html>
  - NDE ELPA21 General Site: <http://www.education.ne.gov/NATLORIGIN/ELPA21.html>
- On January 14, Jen forwarded four separate messages from NDE with important ELPA information. If you did not receive these, contact Jen.
- \*\*District Assessment Contacts (DACs) should have received an email from Nextera on or around January 13 with **essential** ELPA21 access information. If your DAC has not shared ELPA21 information with you, ask them to search for a message from Nextera. Contact Brooke David or Terri Shuster with questions.

## 1:00 pm Imagine Learning Basics, Joyce McArthur-Johnson

- Joyce met separately with a few participants who are beginning to use Imagine Learning in their districts.

## 2:00 pm Network & Discussion Items

- [ELP Standards Study Resources](#) ELP Standards alignment will be a continuing topic for our sessions.

- Julia Odgers shared a need-based scholarship opportunity. James M. Cox Scholarship - need based for graduating seniors \$1000. Email [Warren.Odgers@usbank.com](mailto:Warren.Odgers@usbank.com) with the name of your guidance counselor and their email address, and your school's mailing address and he will make sure that both the print and electronic forms are emailed to your school. Students need to complete the FAFSA.
- The group engaged in a discussion structure called the Consultancy Protocol. Sarah Burr presented an issue addressing a student struggling with motivation and handwriting. We based the protocol on one shared by the [National School Reform Faculty: Consultancy Protocol](#). The group expressed interest in using the protocol at future sessions.

### 2:30 pm Imagine Learning, Joyce McArthur-Johnson

- Joyce provided an overview and question/answer session to all participants.

### 3:00 pm Close & Adjourn

- Please complete the Event Survey for today!
- Don't forget to submit a [Funding Request](#) form for your mileage! (Subs will be reimbursed from the sign in sheet.)

### Next Steps / Items for Next or Future Sessions

- sentence combining and expansion (Archer Webinar, Nov 2015)
  - Plan Consultancy Protocol into future sessions.
  - ELL Contact Sheet/info
  - Post survey results:  
<https://docs.google.com/a/esu4.net/forms/d/1lAx-r51guH0stpcHnKhkuu9e4DpJNcYtcWTY2E4peE/viewanalytics>
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# September 25, 2015

Time: 9:00 am - 3:00 pm

Location: Nebraska Association - School Administration (NCSA), Lincoln, NE

Cost: \$0 (no breakfast or lunch included)

## Attendees

*Please add your name and district to the list!*

- Jen Madison, ESU 4
- Nancy Rowch
- Nick Ziegler, ESU 5
- Lori Toepfer, Blue Hill
- Salomé Ausín-Dodge, Beatrice Public Schools
- Sally Carter, Aurora Public
- Beth Roelfs, Diller-Odell
- Peter Lyness, Milford Public
- Ashleigh Lange, Nebraska City Public Schools
- Amanda Skalka, South Central Nebraska USD #5
- Mark Anderson, York Public Schools
- Jocelyn Gray, Seward Public Schools
- Jason Hippen, Nebraska City Public
- Amber Hower, Nebraska City Public Schools
- Kyla Petersen, Dorchester Public School
- Lisa Weber, Johnson County Central Public Schools
- Connie Biaggio, Seward Schools
- Ita Mendoza - Harvard

## Recommended Agenda Additions:

*Add your discussion topics/questions to this list. Please include your name.*

- I am looking for online resources to help elementary and middle school students develop vocabulary skills and understanding of multi meaning words.
- A quick sheet of accommodations, modifications to assignments for ELL students.
- Empathy building/staff training on the need of ELL students.
- Training on how to use testing data (IPT and ELPA results) to modify ELL student learning

## Agenda & Notes

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### 9:00 Welcome, Agenda Overview, Introductions

- This Google doc agenda will also serve as our collaborative note taking space. Please help record ideas, information, and questions in a professional manner. After the meeting, Jen will finalize this document with our notes, and post it at <http://esu4ell.wikispaces.com/ELL+Network>.
- Please prepare to introduce yourself (e.g., name, position, ELL population in your school/district).

### 9:30 am Strategy Study, Jen Madison

- *Classroom Instruction that Works with ELLs, 2nd Edition*: Chapter 9 (p. 118-131)
- [Text Protocol](#)

## 10:00 am ELL Tech Tools, Nick Ziegler, ESU 5

- Authentic Text: [Newsela.com](https://newsela.com)
  - FREE
    - Lisa Weber (Johnson County Central) is using the free version with high school students.
    - Leveled Texts (by [Lexile](https://www.lexile.com))
      - Allows for differentiation - - but reading same article
  - Pro = roughly \$18 per student, discounts for larger numbers
    - Track progress, assign texts
    - Jen will look into a consortium purchase per the group's request. Likely, Newsela could be an allowable Title III supplemental resource.
- Authentic News Radio: [ListenCurrent.com](https://listen.current.com)
  - FREE
    - NPR news pieces
      - Original speed or "slower"
      - more middle /high school level
      - 
      - Additional support: graphic organizers, worksheets, socrative quizzes
  - Premium = \$ not clear
    - Interactive transcripts, online submission, lesson plans
    - Jen will look into a consortium purchase per the group's request. Likely, Newsela could be an allowable Title III supplemental resource.
- Authentic Songs: [Lyricstraining.com](https://www.lyricstraining.com)
  - FREE
    - Popular Music Videos
      - Karaoke style
      - Fill in the blanks
      - NEW teacher feature allows teachers to blank out specific parts of the lyrics
- Other Tech Tools you like?
  - iOS App: [TapToTalk](https://www.taptotalk.com)

## 10:35 Break

## 10:50 Rule 15 Check-Up

- *This brief review, using [Appendix D of the Rule 15 Guide for Implementation](#), will allow us to discuss particular sections of Rule 15. This is your opportunity to ask questions, gather ideas, and determine needs.*
- **Important Note: Our consortium will be due for a monitoring visit in the **spring of 2017**. At that time, Jen will need to submit to NDE certain documents from EACH member district. For example, each district will likely need to submit information about its core language instruction program and materials referenced in this section 004 of Rule 15. We will take time at THIS AND FUTURE sessions to address the required evidence more explicitly.**
- Resources:
  - [Rule 15](#)
  - NDE [ELL Program Guide for Administrators \(2013\)](#), p. 5-12
  - [Nebraska ESEA/NCLB...Monitoring Guide Checklist](#), p. 28-29
  - [Nebraska English Language Proficiency \(ELP\) Standards](#)
- Section 004 Language Instruction Educational Programs
  - **Please be prepared to submit information about your LIEP!** Currently, I anticipate a Google Form with pull-down and text responses:
    - District Name
    - Staff FTE (ESL teachers, dedicated paras)

- LIEP (ESL Push-In/Pull-Out, Newcomer, Sheltered Instruction, Structured Immersion, Dual Language, Transitional Bilingual)
  - Core Language Materials and/or Activities (e.g., used as primary means of language instruction)
  - Supplemental Activities and Resources (e.g., summer school, tutoring, Rosetta Stone, Imagine Learning)
- **Section 008 Program Review**
  - **Please be prepared to submit your district's current written report (2014 -15 data) prior to **June 30, 2016**.** *(If this isn't feasible for your district, please let me know.)*
  - Program Review Workshop
    - December 7, 2015
    - NCSA, 9am-3pm
    - Register at [www.esu4.org](http://www.esu4.org) and send teams!
    - [Plickers](#) demonstration question: Where are you with the program review?
      - A. 2014-15 is complete and on file!
      - B. My district plans to attend on December 7.
      - C. 2014-15 is on my mind, but not scheduled.
      - D. Help!
  - Written Report Template Ideas: In response to several questions asking for a sample of the written report to be kept on file, I've attempted to draft one. It's a starting point that both Nancy and Terri have reviewed. If helpful, feel free to copy and use it! Remember, there is not a specific format that must be used. As more examples emerge, I will share them!
    - [Written Report Template Draft](#) (This Google Doc is open for comment and can be copied and/or downloaded.)
    - [LEP Data Sheet](#) (This Google Doc is open for comment and can be copied and/or downloaded.)

### Title III Consortium Updates

- What can the ESU 4 Title III Consortium do for you?
  - [Program Agreement](#)
- Grant Budget
  - Balance of LEP Carryover (2014-15): ~\$30,000
  - Anticipated LEP Current Year (2015-16): \$46,240
  - Balance of IE Carryover (2014-15): ~\$4800
  - Anticipated IE Current Year (2015-16): \$17,473
  - For a list of authorized activities, see NDE <http://www.education.ne.gov/NATLORIGIN/>
- Transition to ESU 4
  - Expect paperwork from ESU 4 (919 16th St., Auburn, NE 68305):
    - Jen Madison, [jmadison@esu4.net](mailto:jmadison@esu4.net)
    - Sue Knickman, [sknickman@esu4.net](mailto:sknickman@esu4.net)
  - NEW Reimbursement Forms (for use for expenses on/after October 1, 2015)
    - District substitute rates will be honored when reimbursed by the grant.
    - Use the current government rate for mileage reimbursement (currently \$0.575 per mile).
- Professional Development Offerings
  - The following opportunities can most likely be funded through Title III (i.e., registration, mileage, and possibly hotel). Please contact Jen if interested.
    - ESU 3 (LaVista): [Developing Academic Language for English Learners](#)
    - [OPS ELL Conference](#)
    - [Iowa Culture and Language](#) (Kate Kinsella), Nov 9-11
    - [MIDTESOL](#), October 23-24, Iowa City

- Jen is researching possible topics/presenters for the summer of 2016. The group discussed the following options and agreed to move forward with the CAL newcomer option in late May or late June.
  - [CAL Proposal: http://www.cal.org/areas-of-impact/english-learners](http://www.cal.org/areas-of-impact/english-learners) (newcomers)
  - *Classroom Instruction that Works With English Learners* series (presented by a trained Nebraskan or national presenter)
  - OCR/DOJ
    - Kansas City office
    - [OCR/DOJ English Learner Tool Kit](#)
  - Your Ideas?
    - (Please list them here!)
    -
- [Imagine Learning](#) Update
  - Updated to v 14x in late May 2015
  - [Guides & Resources](#)
  - Joyce (our trainer) plans to be at our January ELL Network session for Q & A. Do we want to schedule a new user and/or advanced user training session? Please add your name to the appropriate list(s) if interested.
    - New User Training
      - Sally Carter
      -
    - Advanced Training
      - 
      -
    - In-School Visit from Joyce
      - Sally Carter ?
      -
- *Rosetta Stone* Update
  - Updated to *Foundations* in late May 2015
  - [Learner Orientations](#) Webcasts
  - [Additional Information](#) (This Google folder contains several items shared by our representative.)
  - Please provide information for new student users:
    - first, last name
    - gender
    - birth year & month (YYYY-MM)
    - optional information (curriculum level, interface language)
- TransAct Information
  - <http://www.transact.com/>
  - [TransAct Quick Start Guide and Tips](#)
  - Reminder: TransAct *does* offer on-demand translation services for schools. Please see the information provided by TransAct customer support on 1.23.15 (email to Jen): [https://drive.google.com/file/d/0B\\_vs\\_wwznWzIMXhTSnJwM196cDA/view?usp=sharing](https://drive.google.com/file/d/0B_vs_wwznWzIMXhTSnJwM196cDA/view?usp=sharing).)
- Resources
  - Are you looking for something to share with colleagues related to the stages of language acquisition and basic strategies? Check out these resources:
    - [http://www.everythingsl.net/in-services/language\\_stages.php](http://www.everythingsl.net/in-services/language_stages.php)
    - <http://www.colorincolorado.org/article/language-acquisition-overview>
  - [Oxford Picture Dictionaries](#): Would you like one or more? **Indicate your preferences and name below!**
    - Name, District, Items Requested



- Mark Anderson, York Public Schools, 5 dictionaries please. (K-2 two, 3-5 one, 6-8 one, 9-12 one)
  - Ashleigh Lange (grades 3-5 and 9-12) - 2 for each level, please
  - Lori Toepfer, Blue Hill, K-2(1) and 3-5(1)
  - Jenny Piening, Norris, K-2 (1) and 3-5 (1)
- We have MANY resources in the library! Contact Jen ([jmadison@esu4.net](mailto:jmadison@esu4.net)) to request and/or borrow a resource!
  - Don't forget to check out our wiki's [Resources](#) page!
    - [OCR/DOJ English Learner Tool Kit](#)

### Network & Discussion Items (during/after lunch as necessary)

- [Annual Hispanic/Latino Student Summit](#): Title III can help fund your ELL's attendance if supplanting isn't an issue. Please contact Jen to find out.
- Several people contacted Jen this fall needing contacts for translation and interpreting. One common resource is NATI (below). Other specific options vary based on language, service, and location.
  - [Nebraska Association for Translators and Interpreters \(NATI\)](#) (resource for finding translator/interpreter services)
- [NeSA-ELA Transition](#) (Changes are coming that will affect ALL students. Watch for different item types on this spring's NeSA-ELA (formerly NeSA-R). Perhaps the most significant change is the Text-Dependent Analysis (TDA), which requires students to read one or two passages and then compose a written response that requires evidence from the text. More information is posted as it becomes available on the NDE [NeSA-ELA Transition](#) webpage. Currently, questions remain about allowable accommodations for ELLs.
- Ashleigh Lange (Nebraska City) described a partnership with Peru State College in which the PSC students work with her ELLs a few times each year. During one of those visits the PSC students and the ELLs have conversations around community resources using a locally developed brochure: [http://home.windstream.net/nc82129/Community\\_Resource\\_Directory.pdf](http://home.windstream.net/nc82129/Community_Resource_Directory.pdf)

### 11:30 Lunch (on your own)

### 12:35 NDE Updates, Terri Schuster & Brooke David

- ELPA21
  - [NDE Website ELPA21 Website](#)
  - [ELPA21 Conference Call Notes 9.16.15](#)
  - Headset & technical spec sheets can be found [in this folder](#).
  - Terri is not recommending testing large groups of K-1 students at the same time. In fact, she recommends a very small teacher to student ratio (1:3 or better).
  - Nebraska City and Harvard were involved in the field test last year.
    - Ashleigh Lange recommends seating students with space between during the speaking portion.
    - Currently, students can playback and re-record. Students may need practice with the recording component (listening to playback, starting/stopping recording).
  - The accommodations guide has not yet been released. It will be similar to the one posted on the ELP21 website, though not exact.
    - Universal Supports will be available for all students, but can be turned off for specific students (e.g., volume amplification, audio, digital notepad, flag for review, highlighter, keyboard navigation, zoom, scratch paper).
    - Designated Supports can be turned off/on for specific students (e.g., answer masking, photo contrast, line reader).
    - Accommodations for specific students with disabilities will be available based on the PNP (e.g., unlimited replays, Braille).

- Each student requiring designated supports or accommodations will have a Personal Needs Profile (PNP). This is part of test administration site where specific students' supports and accommodations are selected.
- Questar Technical Support
  - 877-852-3552
  - [ne.elpa.help@questarai.com](mailto:ne.elpa.help@questarai.com)
  - Regular hours: 8 am - 5pm Central Time
  - Testing window hours: 7am-6pm
- Terri anticipates a corresponding screening/placement tool next fall.

### ELP Standards Study, Brooke David, NDE

- Brooke has rich experience: formerly taught in the intensive English program at UNL and worked with high school ELL programming and family literacy in Boston. She also was an ELL teacher at Omaha Benson.
- Brooke shared us the Academic Language Framework with the purpose of identifying commonalities between Nebraska ELA and ELP standards to highlight where ELL students will need most support.
  - The Academic Language Framework is a tool for exploring academic language in content text. The classroom and ELL teachers can use this together to support ELL students. One example can be found in *Classroom Instruction that Works with ELLs, 2nd Edition* (page 30.)
  - Brooke also provided an update on the anticipated NeSA-ELA Text Based Analysis item types. This item type assesses skills found in ELA and ELP standards (ELP standards 1-7 Function, standards 8-10 Form).
  - The Academic Language Framework can be used to support intentional planning and preparation for TDA-related skills and practice.

### 3:00 pm Close & Adjourn

- Please complete the [Event Survey](#) for today!
- Don't forget to submit a [Funding Request](#) form for your mileage!
  - 2014-15 grant members, please use the ESU 6 form for this reimbursement.
  - Grant members new in 2015-16, please use the ESU 4 form for this reimbursement. Beginning October 1, all members will use the ESU 4 Funding Request form.

### Next Steps / Items for Next Session

- (All) Register for future sessions at [www.esu4.org!](http://www.esu4.org!)
    - December 7, 2015 (Program Review)
    - January 15, 2016
    - April 29, 2016
  - (All) Plan to submit your district's ELL Program Review written report to Jen by June 30, 2016.
  - (Jen) Schedule time for Joyce, Imagine Learning for Aurora (in-district).
  - (Jen) Order Oxford dictionaries (Mark A., Ashleigh L., Lori T.)
  - (Jen) look into a consortium purchase of *Newsela* and *NPR's Listen Current* per the group's request.
  - (Jen) Respond to Agenda Additions:
    - *I am looking for online resources to help elementary and middle school students develop vocabulary skills and understanding of multi meaning words.*
    - *A quick sheet of accommodations, modifications to assignments for ELL students.*
    - *Empathy building/staff training on the need of ELL students.*
    - *Training on how to use testing data (IPT and ELPA results) to modify ELL student learning*
-